

# Equity at the Local Level: Early COVID-19 Response in California School Districts

11:00am-12:00pm Thursday, June 11, 2020

Moderated by Heather Hough, Executive Director, PACE

@edpolicyinca  
@PivotLearning



# Panelists



**Nadya Chinoy Dabby**  
Chief Growth Officer,  
*Pivot Learning*



**Priyanka Kaura**  
Senior Research Associate  
*Pivot Learning*



**Hannah Melnicoe**  
Senior Program Manager  
*Pivot Learning*



**Dr. Michelle Rodriguez**  
Superintendent  
*PVUSD*



**Dr. Marcy Guthrie**  
Superintendent  
*MLUSD*



**Dr. Ed Manansala**  
Superintendent  
*EDCOE*

# Today's Agenda

- Promising Practices from Pajaro Valley USD
- Promising Practices from Mother Lode USD
- Speaker Panel
- Audience Q&A

# Logistical notes

- Please type your questions & comments into the Q&A box
  - You can vote on others' entries, which will determine which questions get answered first
- Slides and links to resources can be found on the PACE event page:  
<https://edpolicyinca.org/events/equity-local-level>
- The video recording from this webinar will be posted online early next week

# Priyanka Kaura

Senior Research Associate

Pivot Learning

# About Pajaro Valley USD

- Located 1 hour south of San Jose, in rural Santa Cruz County
- Over 20,000 students

**Table 1.** Percentage of Pajaro Valley Unified School District vs California Students by Support Type

	PVUSD*	California
<b>Receiving free and reduced-price meals</b>	77 <sup>4</sup>	59 <sup>5</sup>
<b>English learners</b>	42 <sup>6</sup>	19 <sup>9</sup>
<b>Spanish-speaking</b>	40 <sup>7</sup>	17 <sup>10</sup>
<b>Mixteco bajo-speaking</b>	2 <sup>8</sup>	Unlisted <sup>11</sup>
<b>Experiencing homelessness or housing insecurity</b>	14 <sup>12</sup>	4 <sup>13</sup>

\* PVUSD is located in rural Santa Cruz County. The district serves over 20,000 students.

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**“ The most important thing for me is to develop policies, procedures, and processes with an equity lens in mind. If we don’t develop those policies with an equity lens in mind, we inadvertently create inequity, then scramble to address it.”**

**SUPERINTENDENT MICHELLE RODRIGUEZ**

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# Early planning and mobilizing existing resources facilitated a quick start of distance learning

- 1 week to begin distance learning
- First communication about COVID-19 was in January 2020
- District already had chrome books for each student and 250 hotspots
- Acquired 750 more hotspots, then distributed all devices quickly
- Initial distribution: grades 3-12, then expanded to all
- Initial expectation: 5 hours of instruction/day



# Multilingual family outreach has been a long-term equity focus

- Diverse and inclusive outreach
- Outgoing communication nearly doubled in first 3 weeks
- Information on website, Facebook and Twitter in multiple languages
- Phone calls in multiple languages, sometimes using Language Line
- Bilingual teachers and staff were instrumental
- Tech support services: drive-in and phone

# Community partnerships and distributed staff engagement are central to COVID-19 response

- Partnership with Salud Para La Gente helped distribute public health information in Mixteco bajo
- Migrant Education Department and Parent engagement groups were crucial in reaching families in their home language
- Two-tier system engages district, school admin and teachers to identify and reach nonparticipating students
  - Tier 1: Tech department provides data to each school
  - Tier 2: Teachers, administrators and counselors

# Lessons Learned

- Navigating a widespread shift in instruction with an equity mindset at the outset of the public health crisis better enabled the district to reach all students
- Facilitating communication in every home language is feasible with the help of community partners, and essential to keeping students and their families engaged in virtual learning

# Hannah Melnicoe

Senior Program Manager

Pivot Learning

# About MLUSD

- Located in El Dorado County, halfway between Sacramento and Lake Tahoe
- Approximately 1,000 students

**Table 1.** Percentage of Mother Lode Union School District versus California Students by Support Type

	MLUSD*	California
Receiving free and reduced-price meals	59 <sup>3</sup>	59 <sup>4</sup>
English learners	14 <sup>5</sup>	19 <sup>6</sup>
Experiencing homelessness or housing insecurity	8 <sup>7</sup>	4 <sup>8</sup>

\* MLUSD is located in Placerville, CA, in El Dorado County. The district serves approximately 1,000 students<sup>9</sup> in grades K–8.

# Collaborative Spirit Lays the Groundwork

- History of collaboration and positive relationships

“We worked through those memorandums of understanding [to plan for distance learning], and have agreed that it’s so important to work together. This is an unprecedented time.”

-Superintendent Marcy Guthrie

# Reaching as Many Students as Possible While Considering Equity Implications: Food and Devices

- ~200 meals per day on average (~20% of students in district)
  - Includes delivery to students in remote, rural mobile home community
- Chromebooks for ~770 students (~75% of students in district)

“People who live in the hills have a lot of pride, which is a really positive thing. That means that if there is a need, they don’t want to take [a Chromebook, hotspot, meal] if someone needs it more than they do. And so what we’ve tried to convey is that we have Chromebooks for everyone in the district.”

-Superintendent Marcy Guthrie

# Reaching as Many Students as Possible While Considering Equity Implications: Tech Platforms

“First, we established what is the most accessible [distance learning] platform. We started thinking about our most vulnerable students.”

-Dr. Sadie Hedegard

- Google Classroom is the district’s primary platform: it allows for the addition of co-teachers, inc. special education teachers or counselors, to ensure that educators can coordinate to incorporate principles of universal design for learning and apply multiple modalities
  - Plus supplementary video conferences for students with disabilities
- Google Sheets and online intervention programs to track and document services received by students with disabilities



# Data & Looking Ahead

- District tracked which students are not logging in; teachers + district administrators will follow up
- Teachers monitored which students were participating online, their level of engagement and learning, and whether students were completing assignments
- Fall 2020: Plans in development as of May 2020
  - Could include blended learning
  - Survey to families in May 2020

# Lessons Learned

- Collaborative relationships between administrators, teachers, district staff, and county offices of education can facilitate transitions during times of crisis and these relationships can be built
- Planning for equity is possible even in the midst of a crisis

# Michelle Rodriguez

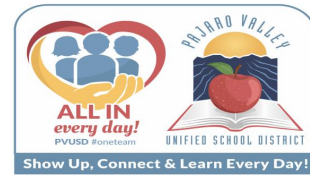
Superintendent

Pajaro Valley USD

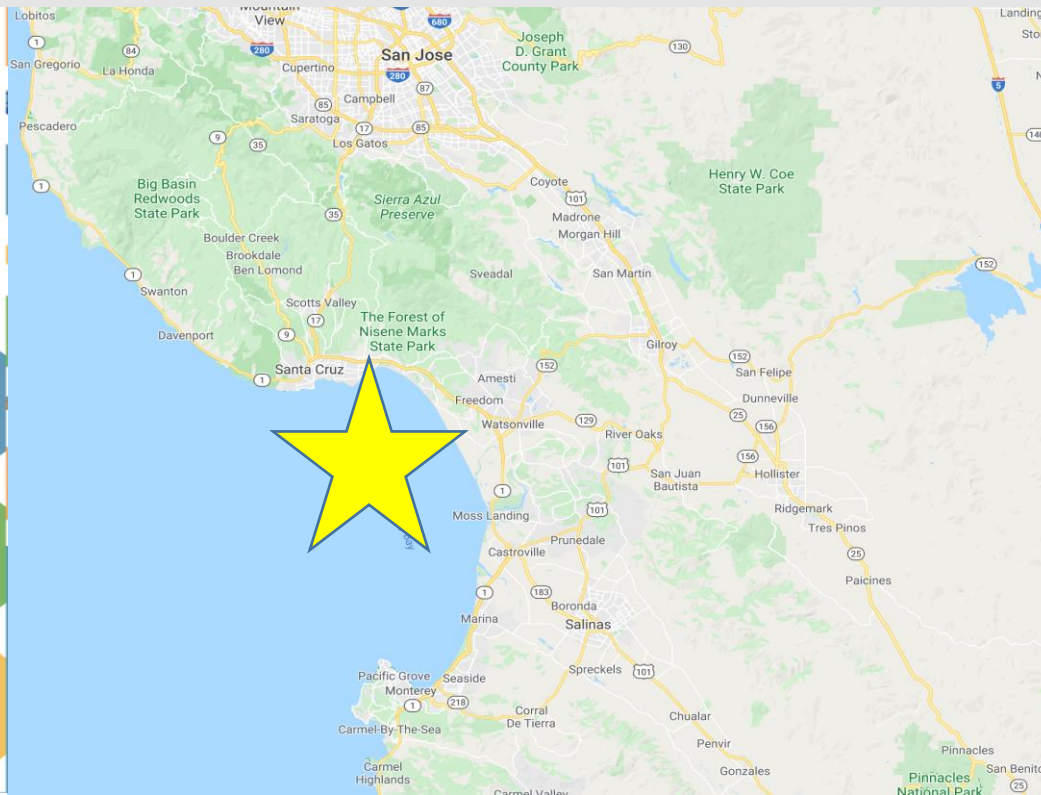
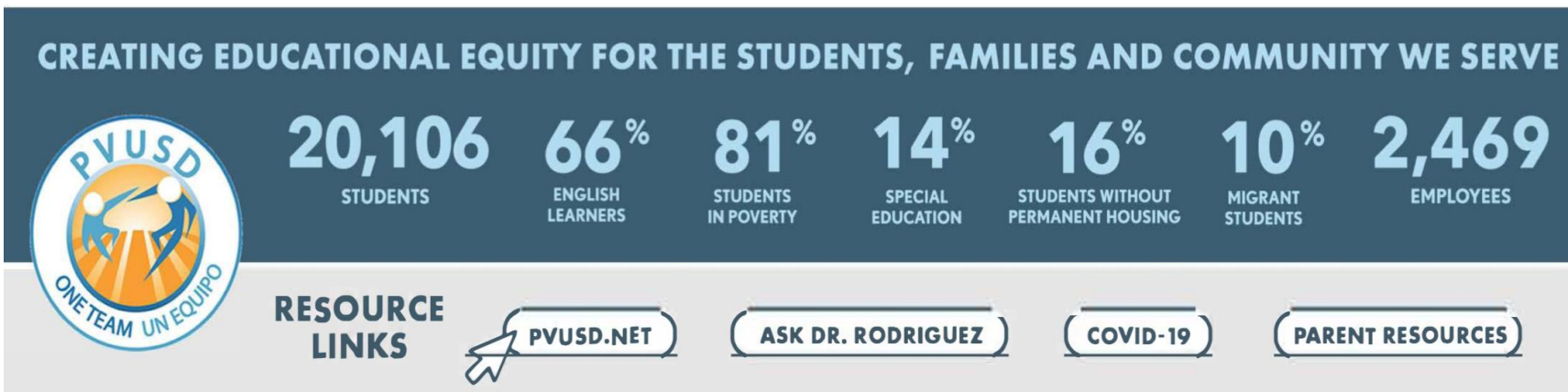


# **PVUSD Student Centered Access and Equity During COVID-19**

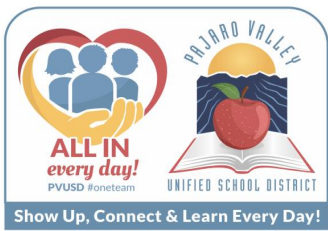
**PACE and Pivot Learning June 11, 2020**



# Who Do We Serve?







# All Staff Focused on Nurturing the Whole Child

PVUSD's established **Target for Student Success** underscores the alignment of programs, services and relationships that seek to improve the cognitive, social, emotional and physical well-being of the whole child—allowed staff to effectively transition to distance learning within only one week.



# Begin with an Equity Mindset Coupled with an Innovation Framework

Districts must design programs with their most vulnerable students in mind when beginning the planning process

***Inspire***—Motivate people to search for new solutions

***Inquire***—Observe, Interview, Research, Analyze Data

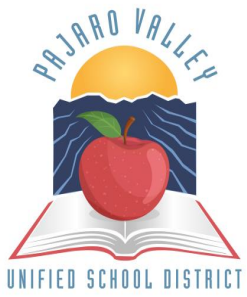
***Define***—Slow ourselves down to understand the problem, draft hypotheses

***Implement***—Imagine new possibilities, pilot new solutions

***Reorient, Iterate, Scale***—Measure, evaluate and communicate outcomes

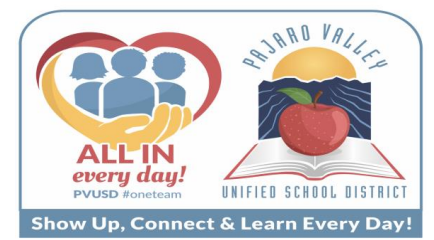






# Leverage the Ecosystem of Community Partners

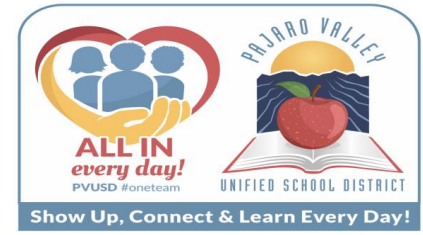
District partnerships expand capacity to make meaningful connections, provide unique learning opportunities and affirm student, family and community strengths





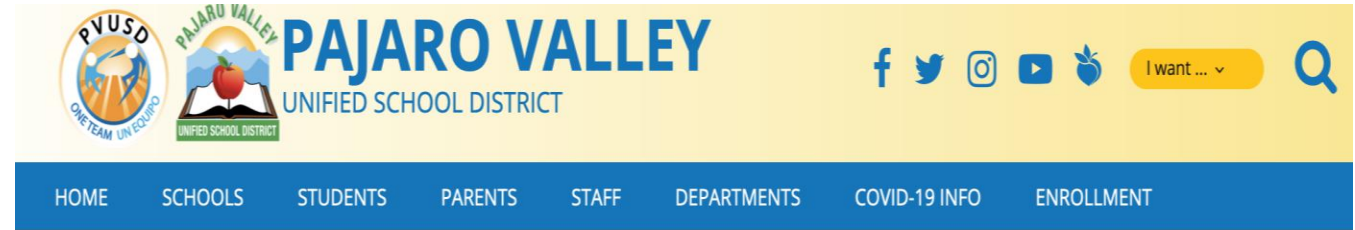


# Facilitate 360\* and Multi-lingual Communication as a Long Term Equity Focus



Districts that expand their messaging beyond English and through multiple partners can reach and provide timely resources to their most vulnerable families and broader community:

- COVID-19 Website Tab
- Letters to the Community and Staff
- Ask Dr. Rodriguez Weekly FAQs
- Informational Videos
- Social Media Presence—Facebook, Twitter, Instagram and YouTube
- Radio, Television and Print Media
- Email, Text Messages and Robocalls
- Press Releases
- Parent Resource Tab



Home / Departments / Superintendent's Office / Welcome to PVUSD

## SUPERINTENDENT'S OFFICE

[Welcome to PVUSD](#)

[COVID-19 Info](#)

[Communication: Press Releases, Videos](#)

[Conversations with the Superintendent](#)

[Ask Dr. Rodriguez](#)  
[Pregúntele a la Dra. Rodriguez](#)

[Link to Form](#)  
[Enlace al Formulario](#)

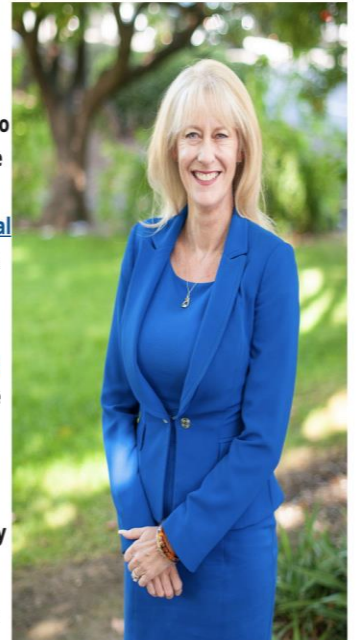
[Edition #1, Week of April 6](#)  
[Edition #2, Week of April 13](#)  
[Edition #3, Week of April 20](#)  
[Edition #4, Week of April 27](#)  
[Edition #5, Week of May 4](#)  
[Edition #6, Week of May 11](#)  
[Edition #7, Week of May 18](#)

## Welcome to PVUSD

DR. MICHELLE RODRIGUEZ, SUPERINTENDENT

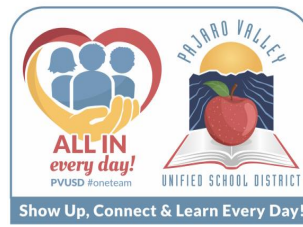
Welcome back to the 2019-2020 school year! Due to your hard work and commitment to PVUSD and our students, we are receiving national recognition for our collective work. We are one of 16 California School Districts and the first in the County to become a member of the [League of Innovative Schools](#). We have been identified by the Carnegie Foundation as a high leverage pilot to scale model of our [Systematic Instruction in Phonological Awareness, Phonics and Sight Words](#) (SIPPS) initiative. We have been selected by Stanford University as a promising practice model for the Latino Youth Film Institute. We are one of five districts in the nation to be chosen to pilot the [MAP Accelerator](#) through Khan Academy and NWEA. We have been selected to be on Tony Thurmond's transition teams to develop state-wide educational priorities. The education community and supporting agencies see the value in our innovative programs, evidence-based practices, and dedication to meaningful, healthy and safe learning environments.

I am truly impressed by the significant accomplishments of this





# Parent Engagement Network



Purpose: to provide a venue for collaboration and alignment between departments involved in parent and family engagement and the systems they support

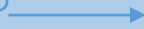
## Systems:

Website Development



Best resource for PVSUD parents and community  
What do parents need to see and access?

The Parent Experience



PVUSD looks at the parent experience in different settings  
and shifts practices as necessary to meet the needs of  
those we serve.

LCAP Involvement



PVUSD Parent input in our LCAP process is key to inform  
our annual plan.



# Facilitate 360\* and Multi-lingual Communication and Support as a Long-Term Equity Focus



PVUSD PARENT/STUDENT  
TECH HOTLINE

**831 786-2493**

LÍNEA DE APOYO TÉCNICO PARA  
FAMILIAS/ESTUDIANTES



TEACHER TECH HOTLINE

**831 786-2492**

WE ARE READY TO  
SUPPORT YOU THROUGH  
DISTANCE LEARNING

**PVUSD.NET**

ESTAMOS LISTOS PARA  
APOYARLES DURANTE EL  
APRENDIZAJE A DISTANCIA

## Chromebook Repair or Replacement

Be sure to call Student Support  
Tech line, 786-2493, *before* you  
use this service!



## Chromebook: Reparación o Reemplazo

¡Asegúrate de llamar a la línea de  
asistencia técnica para  
estudiantes, **786-2493**, *antes* de  
usar este servicio!

TUESDAYS & THURSDAYS  
10 AM - 12 PM

District Office Main  
entrance (by HR Dept)  
drive through services  
stay in your car - stay  
safe

Students grades 2-12 who still  
need to get their CB for  
distance learning can pick up  
during this time at this location

LOS MARTES Y JUEVES  
10 AM - 12 PM

Oficina de Distrito, por  
entrada principal (cerca al  
dpto de Recursos Humanos)  
servicio de ventanilla -  
quédese en su automóvil -  
manténgase seguro

Los estudiantes en grados 2 a 12  
que aún necesitan obtener su  
CB para el aprendizaje a  
distancia pueden obtenerlo a  
estas horas en este lugar



# Facilitate 360\* and Multi-lingual Communication and Support as a Long-Term Equity Focus

## CLOSING THE DIGITAL DIVIDE

**100% with access to a device**

Internet connectivity on the rise



## Ensuring Educational Equity



**15,000+**  
Chromebooks  
checked out to students



**1,000**  
Designated  
Internet  
HotSpots



**2,481**  
Teacher DL  
Coaching  
Sessions



**784+**  
Drive-thru  
Chromebook  
support, repair  
or replacement



**3,360**  
Parent/Student  
Tech Support  
Calls

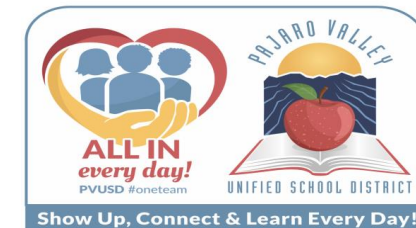


**2,702**  
District Staff  
Tech Support  
Calls

**Totals from March 27-May 29**



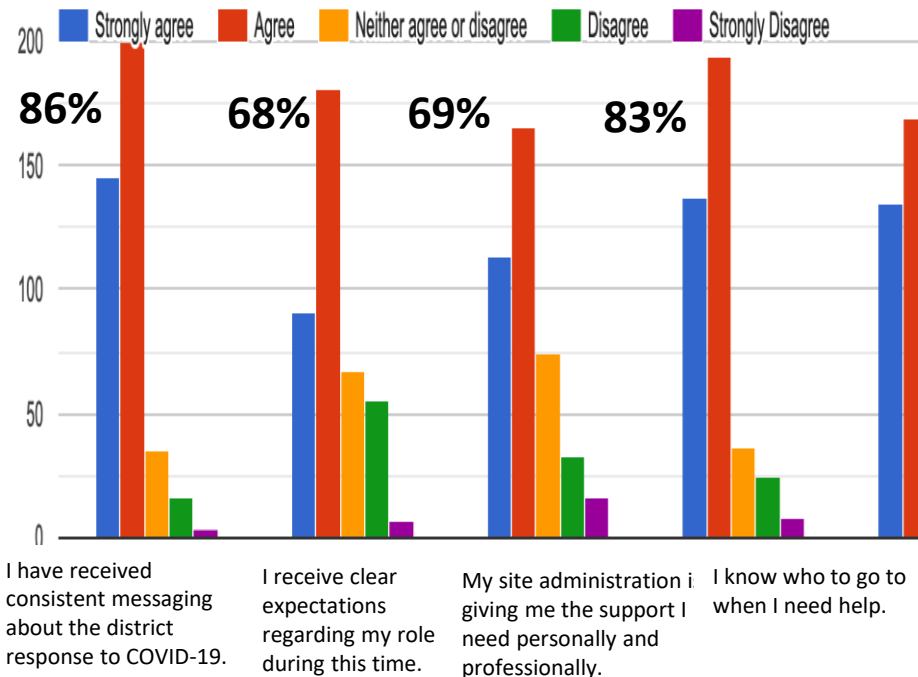
# Facilitate 360\* and Multi-lingual Communication and Support



## Communications and Expectations

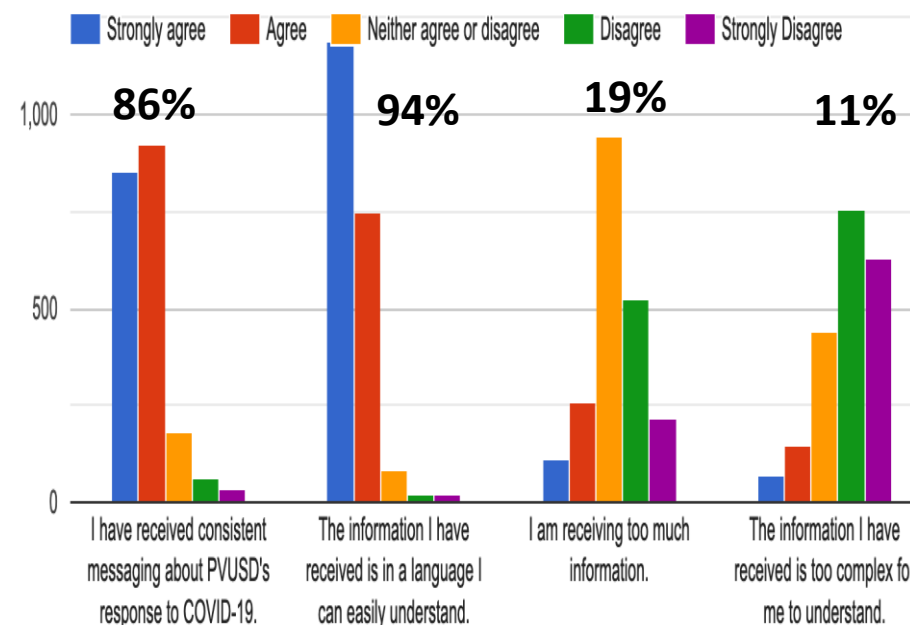
### May 2020 Teacher Survey

Please indicate your level of agreement with the following statements.



### May 2020 Parent Survey

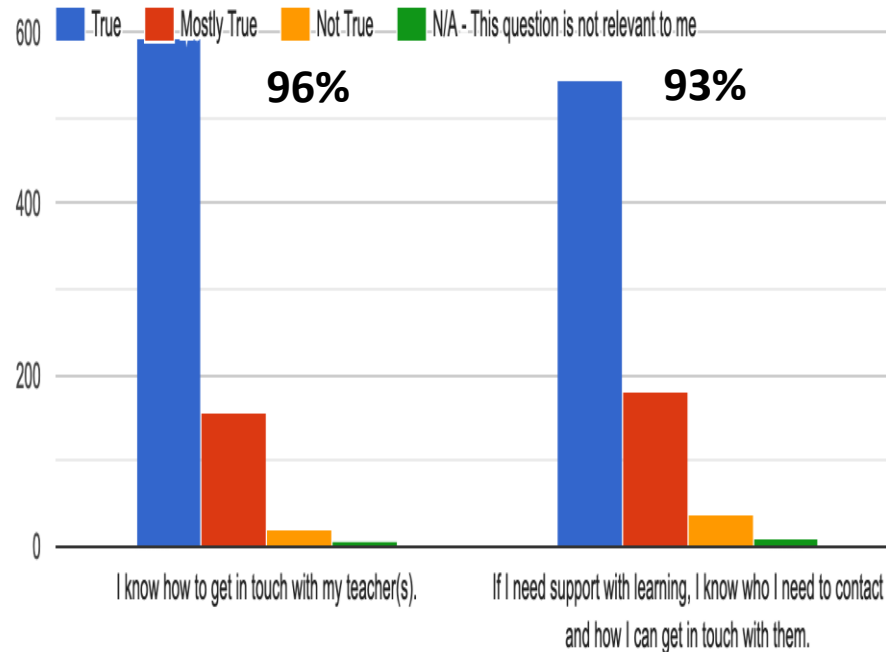
Please indicate your level of agreement with the following statements.



# Facilitate 360\* and Multi-lingual Communication and Support

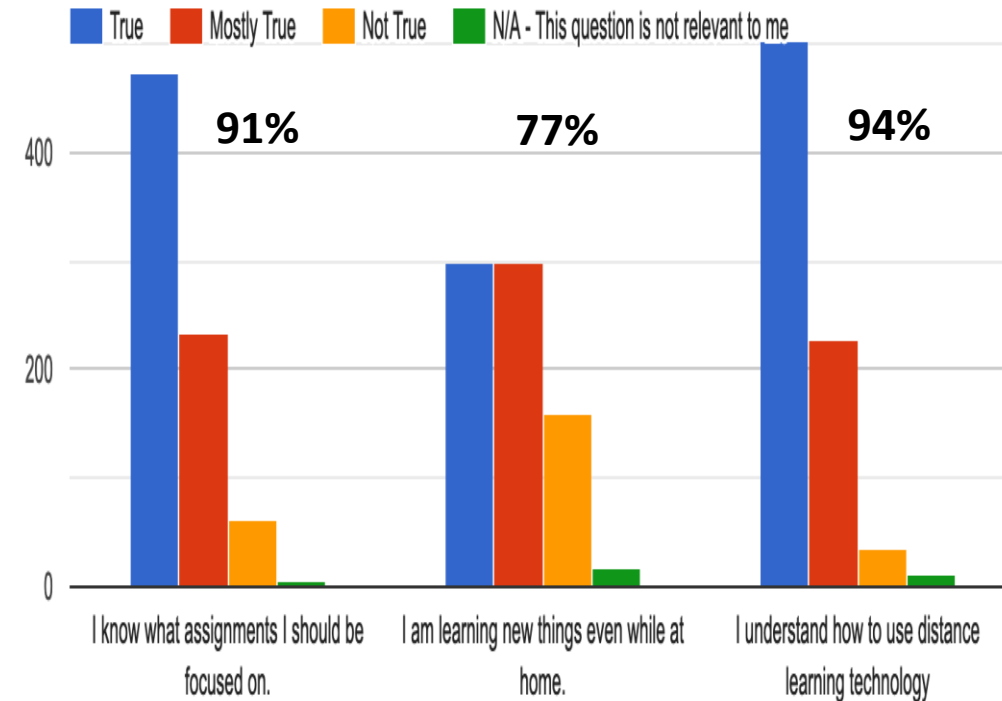
## Connectedness, Communication and Expectations

Please tell us how true the following statements are for you.



## Student Survey May 2020

Please tell us how true the following statements are for you.



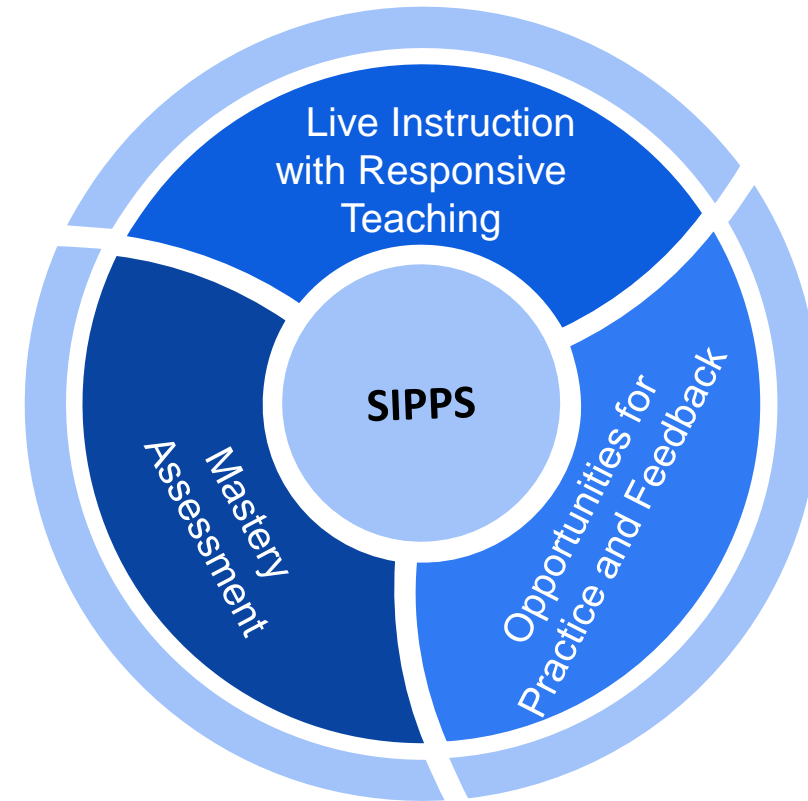
# Monitoring Progress During Distance Learning: Foundational Literacy

## SIPPS

**Systematic Instruction in  
Phonemic Awareness,  
Phonics, and Sight Words**



Lexia Blending  
Learning Program





# Monitoring Progress During Distance Learning: Foundational Literacy



## SIPPS Literacy Instruction During Distance Learning

- Mastery Test Assessment-Instruction -Feedback Loop-Opportunities to Practice
- Small Group Live Instruction
- Multiple Times a Week (4-5 times)



# SIPPS First Grade Growth

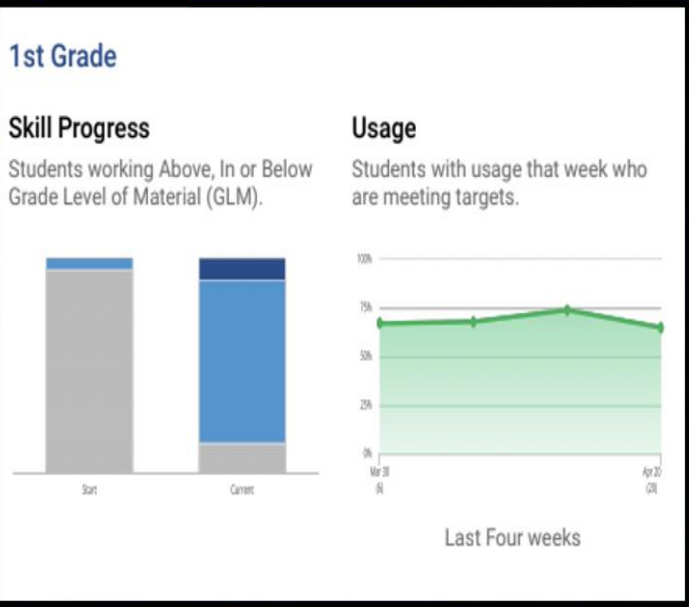
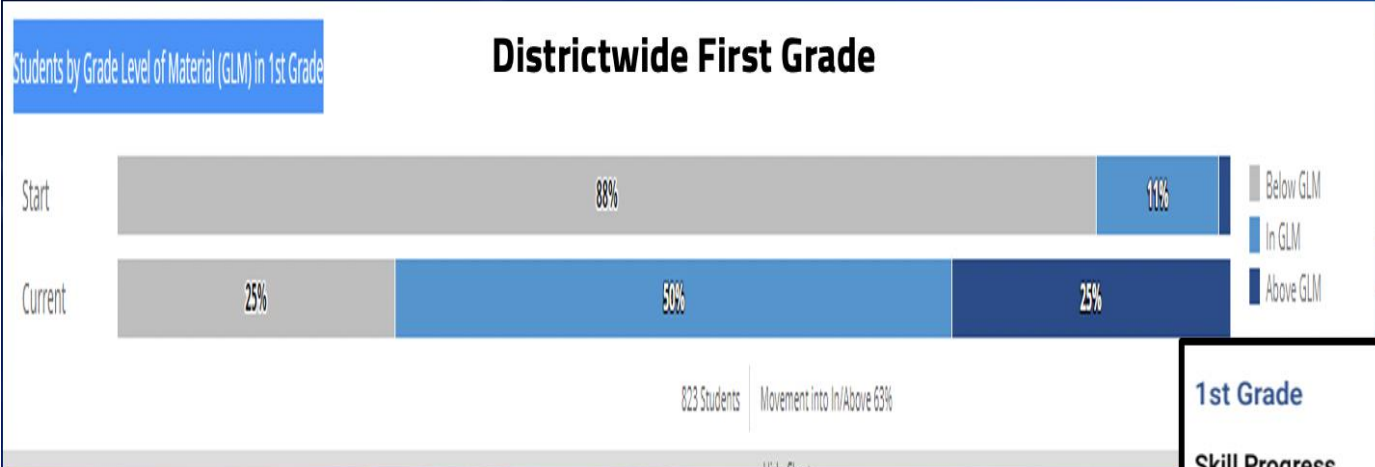
Grade Levels	Growth Based on SIPPS Mastery Test	Reached Grade Level Standards and Expectations
Classroom A	<b>22/23</b>	<b>22/23</b>

**Snapshot**

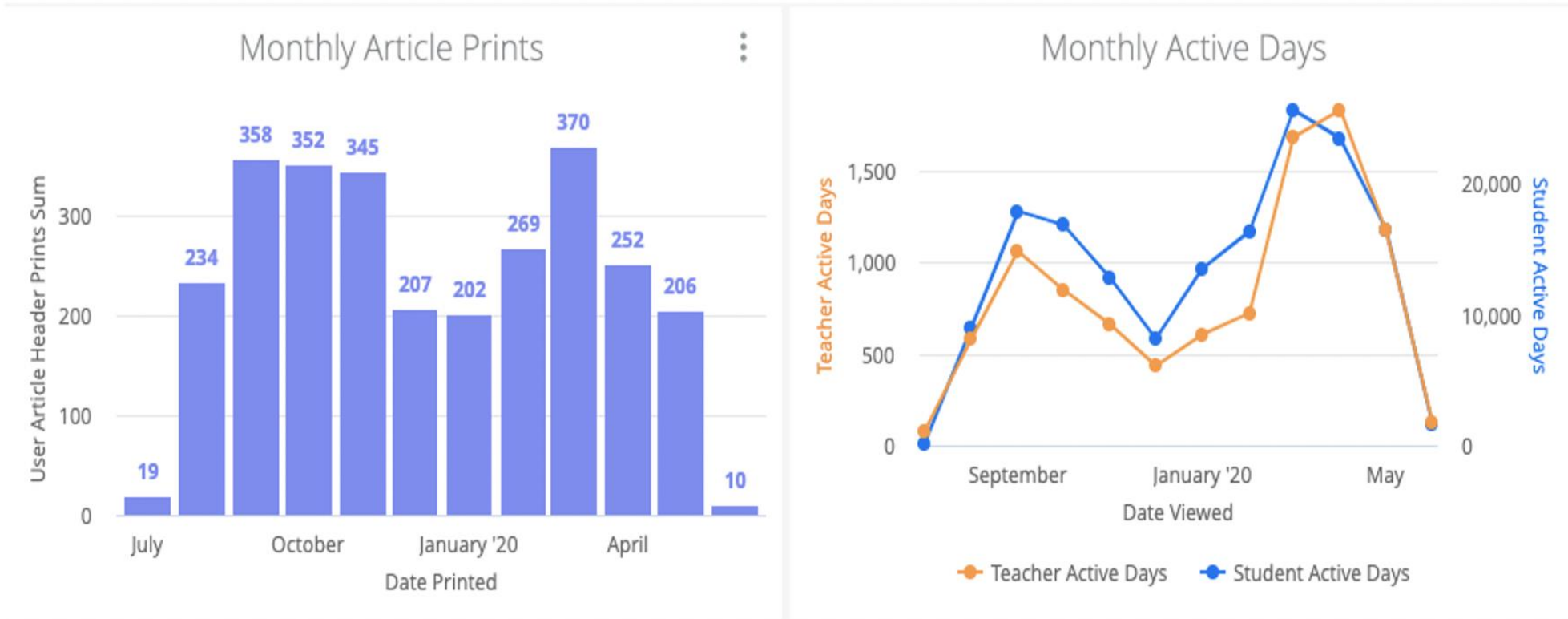
**Mastery Test #8  
Met Grade Level  
Standards**



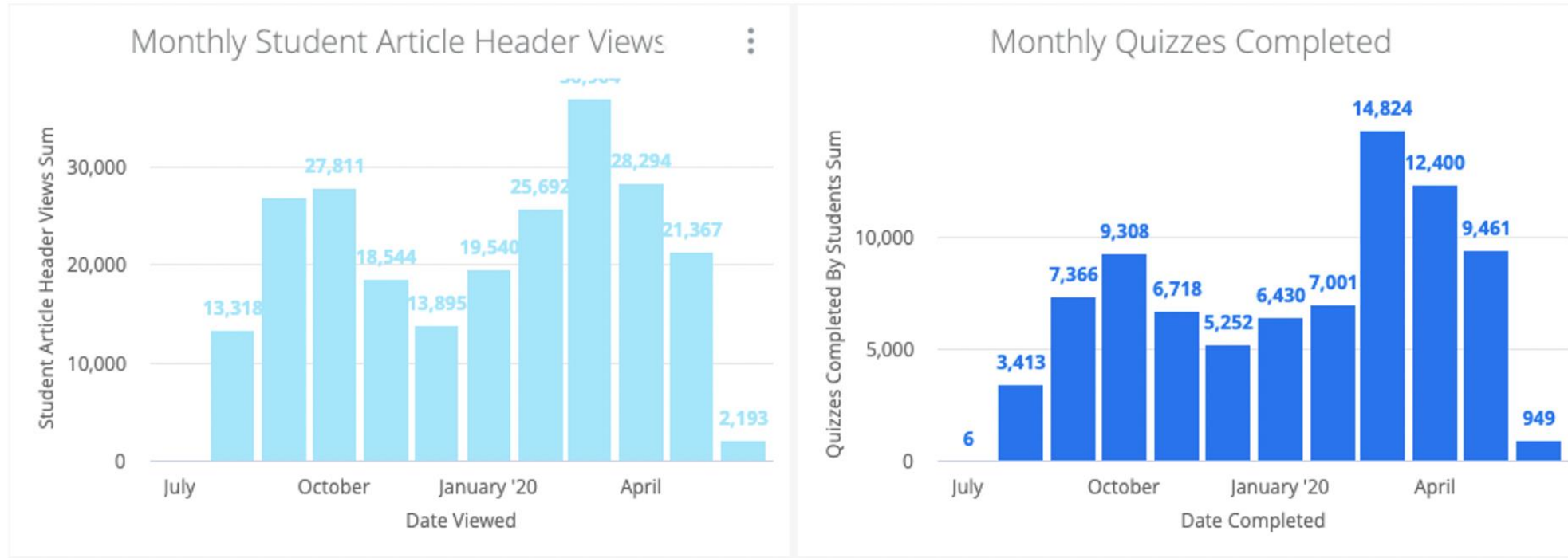
# PVUSD First Grade Growth with Lexia



# Monitoring Progress During Distance Learning: Secondary Literacy



# Monitoring Progress During Distance Learning: Secondary Literacy



**Highest month of Article Header Views was March with 36,964**



# Three Prong Approach To Delivering and Tracking IEP Goals

Goal  
Matrix

2.

Communication  
Tracking Tool

3.

Progress  
Reports  
(aligned to hold  
harmless  
grading policy)



# 1. Implementation of IEP Goals IEP Goal Matrix -Elementary

- Weekly
- Provided to parents, and staff
- Resources linked to google classroom or weekly lesson plans
- Accommodations/ modification for implementation of goals

Academic Goal	Ideas for Practice at Home	Accommodations /Modifications
<b>MATH:</b> By 10/9/2020, [redacted] will fluently add and subtract within 20 scoring 80% accuracy in 3 out of 4 trials as measured by data collection.	1. DXL Math online Addition sentences using number lines - sums up to 20 <a href="#">HERE</a> *Practice daily questions. 2. 20 minutes of math on Zoom a day.	*Manipulatives / counters (use pennies, buttons, lego pieces or any other item you have at home). *Reference Tools: <a href="#">HUNDREDS CHART</a> <a href="#">NUMBER LINE</a>
<b>Math:</b> By 10/25/2020, given manipulatives, [redacted] will solve 5 one step word problems requiring addition within 20 that involve situations of adding to, putting together, or comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem with 80% correct for 3 consecutive trials as measured by work samples & observation record.	DXL Math online Addition word problems - sums up to 20 <a href="https://www.txl.com/math/grade-2-3/addition-word-problems-sums-up-to-20">https://www.txl.com/math/grade-2-3/addition-word-problems-sums-up-to-20</a> Practice daily questions.	*Manipulatives / counters (use pennies, buttons, lego pieces or any other item you have at home). *Reference Tools: <a href="#">HUNDREDS CHART</a> <a href="#">NUMBER LINE</a>
<b>READING:</b> By 10/9/2020, given core curriculum materials, [redacted] will distinguish long and short vowels when reading 10 regularly spelled one-syllable words with 80% correct with 2 out of 3 consecutive trials as measured by work samples & observation record.	1. DXL: Use spelling patterns to sort long and short vowel words Practice for daily questions <a href="#">HERE</a> 2. Lexia - 30 minutes per day (PVUSD) 3. Long and Short Vowels Worksheets <a href="#">HERE</a>	<ul style="list-style-type: none"> <li>• Frequent breaks as needed</li> <li>• 1:1 support when needed</li> <li>• Positive reinforcement and prompts for encouragement</li> <li>• Deep breathing exercises when feeling challenged or overwhelmed</li> </ul>
<b>READING</b> By 10/09/2020, with instruction and review Logan will know and apply grade-level phonics and word analysis Logan will read 50/100 common high-frequency words by sight (eg, the of to you she, my, is, are, do, does) scoring 80% on two out of three trials as measured by teacher observation and data collection.	Practice reading the 50 sight words once per day. You may want to break the task into 2-3 parts (25 words, then break, then 25 more). <a href="#">SIGHT WORD LIST</a>	*Cover part of the list to only reveal one row at a time! This helps with visual processing and it makes the task seem more manageable for students! *More exposure to word lists utilizing different modalities <ul style="list-style-type: none"> <li>• Rainbow write (read, spell, read)</li> <li>• Write in sand, shaving</li> </ul>



# Implementation of IEP Goals

## IEP Goal Matrix -Secondary

Goal column should match each student's IEP - one goal per block

This document to be updated weekly and submitted on a Friday linked to the Contact tracking spreadsheet

Student: [REDACTED]

Goal	Lesson plan/Activity	Accommodations /Modifications
By 9/23/2020, given passage to read, [REDACTED] will distinguish among fact, opinion, and reasoned judgment in a text with 85% accuracy in 3 out of 4 trials as measured by work samples.	<a href="https://classroom.google.com/u/0/c/NDEzMzc2Mjc0MjVh">https://classroom.google.com/u/0/c/NDEzMzc2Mjc0MjVh</a>	Extended time to complete assignments Frequent checks for understanding Late assignments accepted up to a week late Graphic organizer Use of notes on tests or quizzes
By 9/23/2020, given word problems, [REDACTED] will solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically in 3 of 4 opportunities with 80% accuracy as demonstrated by work samples	<a href="https://classroom.google.com/u/0/c/NDExODEzMTEzNDIa">https://classroom.google.com/u/0/c/NDExODEzMTEzNDIa</a>	Extended time to complete assignments Frequent checks for understanding Late assignments accepted up to a week late
By September 24, 2020, through electronic media and print media, [REDACTED] will research the education and training requirements for the career pathway that interests him and present the information to the IEP team.	<a href="https://classroom.google.com/u/0/c/NTQzNjEyMzcwNDha">https://classroom.google.com/u/0/c/NTQzNjEyMzcwNDha</a>	•



## 2. Communication Tracker

Service/Communication Log - [REDACTED] ☆ □

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A	B	C	D	E	F	G	H	I	J	K	L
Date	Student (Last Name, First Name)	Grade	Program (RS/MM/RISE)	Contact with Pa	Format: Substance	Contact with St	Format: Substance	Collaboration with DIS/Gen Ed	Goals addressed in session	<a href="#">Link to goal matrix</a>	Teacher/IA/BT
5/25/2020	[REDACTED]	11 MM	n/a	n/a	1 hour	got 3 assignments done for Math.		Checked on due date - extension allowed			
5/25/2020	[REDACTED]	12 MM	N/a	N/a	1 hour	Worked on week 8 notes.					
5/25/2020	[REDACTED]	11 MM	N/a	N/a	30 mins	Corrected math problem and socialized				<a href="#">Link to goal matrix</a>	MG
5/26/2020	[REDACTED]	12 MM	5 mins	called to explain the exit summary. No meeting is necessary.							
5/26/2020	[REDACTED]	12 MM	N/a	N/a	3 mins	texted him about the exit summary. He gave me the email he would prefer papers to be sent. I sent him an email with the exit summary and directions as to who to send them too.					
5/26/2020	[REDACTED]	12 MM	N/a	N/a	5 mins	texted him about the exit summary. She gave me the email she would prefer papers to be sent. I sent her an email with the exit summary and directions as to who to send them too.					
						worked on Math 1		checked on due			

May 25-30 Sheet10 May 18-22 May 11-15 May 4-8 April 27-May1 April 20-24 April 13-17 April 6-10 Explore



### 3. IEP PROGRESS Reports on Goals

**SIRAS** [Return to MIS Summary](#) [Student Info](#) [Reporting](#) [Tools](#)

(found set) 8 records [Modify / Reset Search](#)  [MIS Summary](#) [IEP Manager](#)

## Progress Report ?

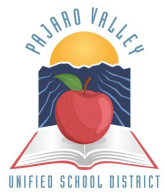
☒ English ☐ Spanish

Progress sent:     Grading period:  [Send Progress Report Link](#)

[Current Progress](#) [Archived Progress](#) [Links](#)

Current Goals		Progress
<b>1. Academic- Reading</b> (Integration of Knowledge/Ideas RHS 6-8.8) Target date 9/23/2020 Created by [redacted] on 9/24/2019 Last modified by [redacted] on 9/24/2019 Baseline: Currently, [redacted] is able to read passages and answer basic comprehension questions. He struggles to go beyond the text and think critically about what he has read. By 9/23/2020, given passage to read, [redacted] will distinguish among fact, opinion, and reasoned judgment in a text with 85% accuracy in 3 out of 4 trials as measured by work samples.	Accuracy: 75% - Consistency: 3/4 trials Comments: Making good progress Accuracy: 80% - Consistency: 3/4 trials Comments: Making great progress <a href="#">Add Progress Report</a>	
<b>2. Academic- Math</b> (Reasoning w/ Equations & Inequalities A-REI 7) Target date 9/23/2020 Created by [redacted] on 9/24/2019 Last modified by [redacted] on 9/24/2019 Baseline: [redacted] can currently solve linear equations and graphs, given the plots. He is starting to learn about quadratic equations but continues to struggle to simplify them. By 9/23/2020, given word problems, [redacted] will solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically in 3 of 4 opportunities with 80% accuracy as demonstrated by work samples.	Accuracy: 75% - Consistency: 3/4 trials Comments: Making great progress Accuracy: 80% - Consistency: 3/4 trials Comments: Making great progress <a href="#">Add Progress Report</a>	
<b>3. Transition - Employment</b> Target date 9/23/2020 Created by [redacted] on 9/24/2019 Last modified by [redacted] on 9/24/2019 Baseline: [redacted] has taken many online and paper assessments. He has now realized he would like to work with technology. He would like to either fix smartphones or learn to code. He would like to continue with his education after high school. By September 24, 2020, through electronic media and print media, [redacted] will research the education and training requirements for the career pathway that interests him and present the information to the IEP team.	Accuracy: 85% - Consistency: 3/4 trials Comments: Making great progress Accuracy: N/A - Consistency: N/A Comments: School closure affected progress <a href="#">Add Progress Report</a>	

**Overall Comments**



# Tiered System of Support and Communication for Non-Participants



**Tier One**—Teacher Outreach

**Tier Two**—Site Counselor or Administrator Outreach

**Tier Three**—Student Services Interactive Dialogue

**Elementary:**

- There were 72 entrees in the Interactive Dialogue Form
  - 40 closed
  - 11 contacted and need follow up
  - 21 open with ongoing outreach

**Secondary:**

- There were 229 entries in the Interactive Dialogue Form
  - 152 closed
  - 22 contacted and need follow up
  - 55 open with ongoing outreach



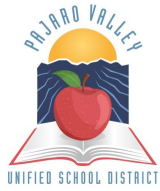
# Tiered System: Tier Three Interactive Dialogue



## Elementary Third Grade Student (Mixteco Primary Language)

- Student was not completing work because it is too difficult on the Chromebook and his parents were unable to help him.
- 5/5/20 - Parent Ed. Specialist spoke to father and offered paper packets. Dad agreed that this would be easier. The school was contacted.
- 5/12/20-Teacher began to create paper packets for student as option. Student began instruction through packet
- 5/12/20-6/5/20 The parents continued to pick up paper packets weekly and student began learning.





# Tiered System: Tier Three

## Interactive Dialogue



### Secondary 8<sup>th</sup> grade Student

- Student was refusing to complete work.
- 5/15/20--Parent Outreach Specialist (POS) left a voicemail for Jose's mom
- 5/15/20-- Student's mother called back indicating that he was on the computer and had access to the internet. POS recommended that Jose's mother check in with him every day when she comes home from work to see what he had completed and turned in.
- 5/19/20—POS followed up with spoke parent and student who was now turning in work and needed some assistance from the school. POS followed up with the site to provide tutoring support through GEAR Up.

# PVUSD Reopening Contingency Planning

## Framing of Work

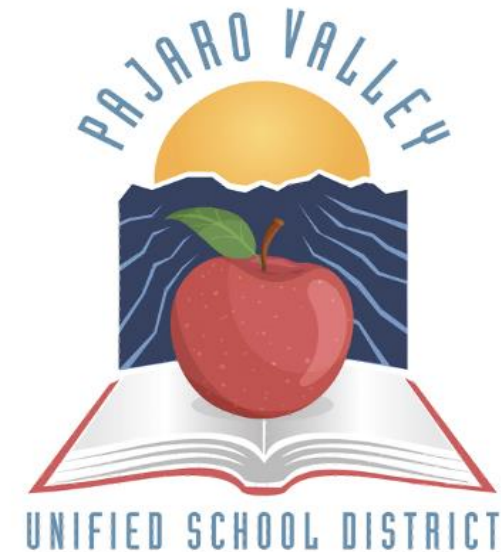
Build Off of Our Strengths to...

- Keep students and staff safe and healthy as the first priority
- Increase collective advocacy with the State (funding, laws and resources)
- Address system inequities with regard to student access, social emotional needs and learning
- Ensure new grade level content is the academic priority
- Engage and clearly communicate through reciprocal means with all stakeholders

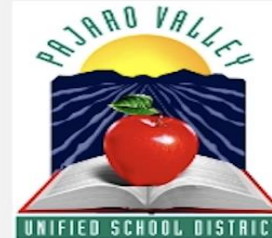
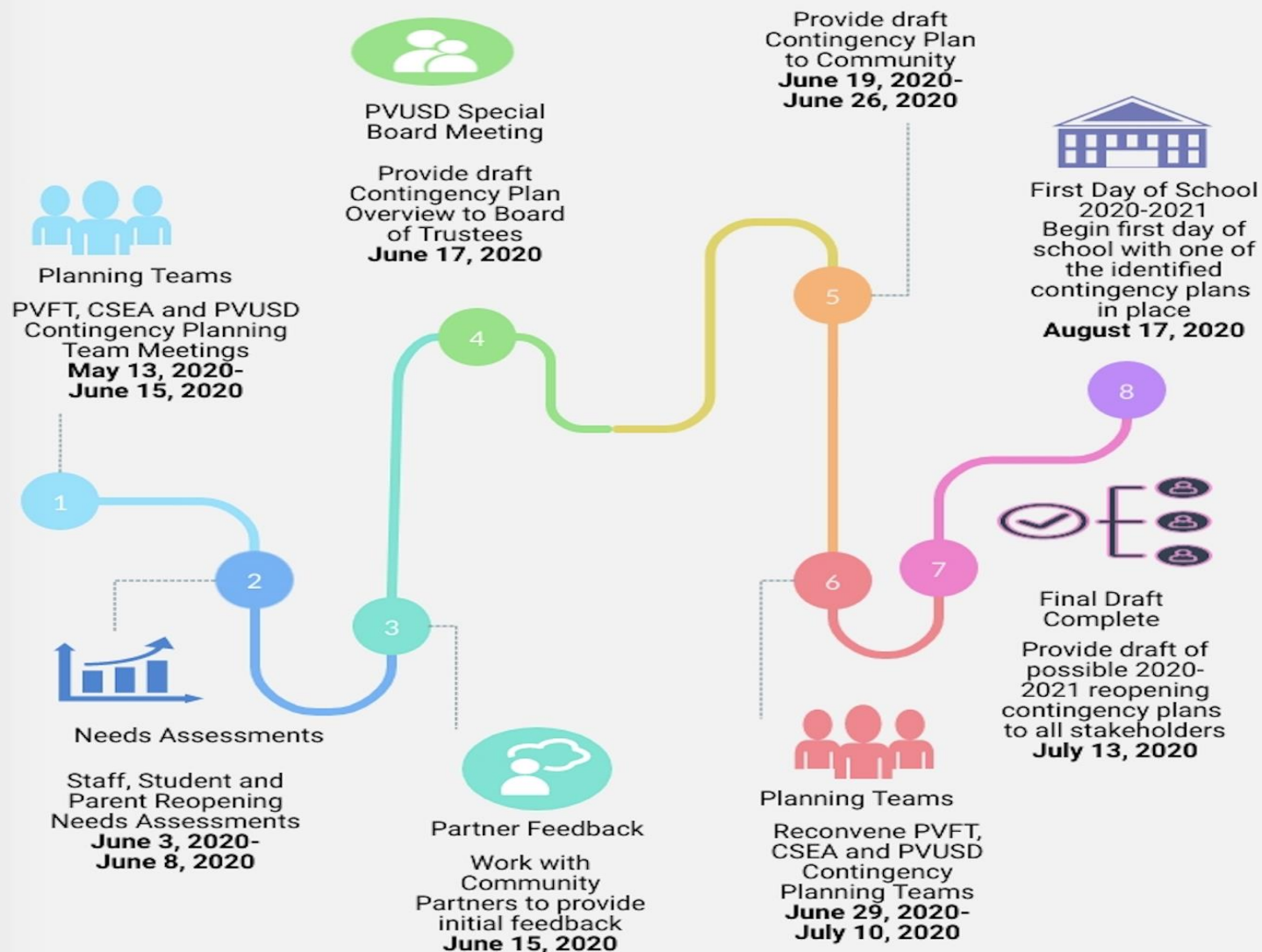


# Assumptions

- Plan for the plan to change and be able to pivot quickly
- Final design will require support from Health Department
- We will need to offer both in person and distance learning
- Need for Personal Protective Equipment (PPE)
- Some changes will require changes to Ed Code, Board Policies and Collective Bargaining Agreement
- Need to establish daily cleaning procedures



## Reopening Our School Contingency Planning Timeline







# Lessons Learned: Supporting Our EL Students



- Tracking Student Participation
  - Communication Log
- Tier Level System
  - Tier 1
  - Tier 2
  - Tier 3
- Intervention Strategies
  - Caseload Approach
  - Coordination of Services Team (COST)
- Parent Education Team
  - Parent Newsletter
  - Parent Support Group
  - Tutorial Videos





# Lessons Learned: Providing a Jump Start



- Recruitment
  - Target Population
- Structure
  - 55 minute workshops
  - Conference Style Rotation
- Curriculum Framework
  - Literacy & Mathematics
  - Executive Function Skills
  - Social & Emotional Learning
  - College & Career Exploration
  - Technology
- Student Connectedness
  - Teambuilding Activities
  - PBIS



# Lessons Learned: Student Engagement

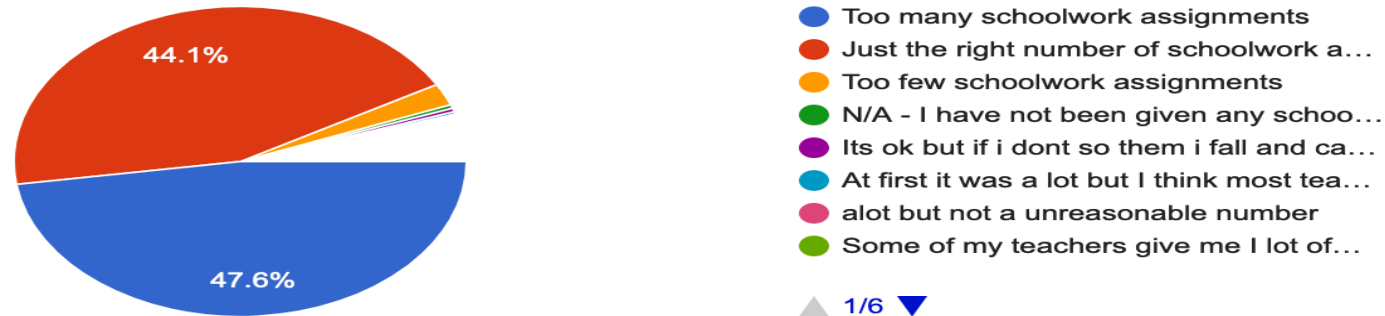
## Student Survey May 2020



### Student Learning

Tell us about the amount of schoolwork you have been assigned. In the last week, there have been:

785 responses



Essays

Original Presentation

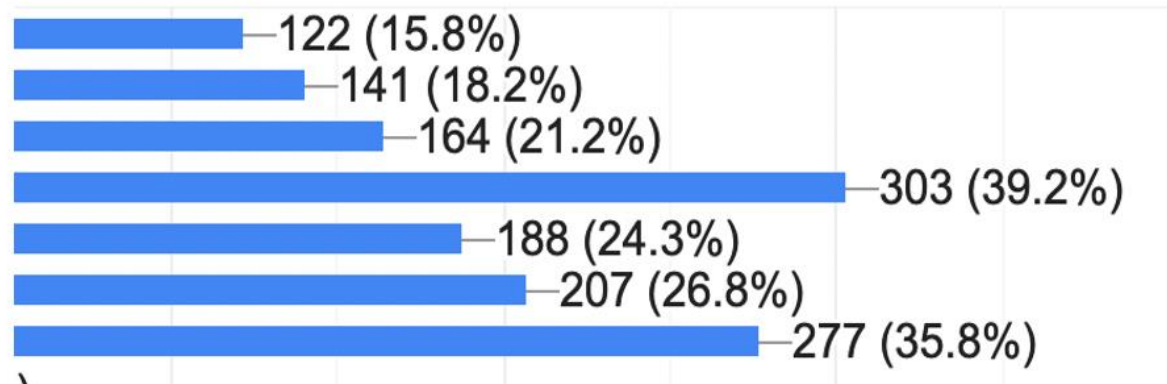
Flipgrid, Video Presentation

Notes on Videos

Online Program

Online Program Assessment

Participating in classroom meeting



# Marcy Guthrie

Superintendent

Mother Lode Union School District

# Ed Manansala

Superintendent

El Dorado County Office of Education

# *Discussion*